
Middle Years Programme


Session 3 – Written curriculum: Concepts and context

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Session objectives

- develop an understanding of the concept-based approach in the MYP to include the structure of knowledge
- introduce subject-specific key and related concepts
- develop an understanding of MYP global contexts to ensure meaningful, relevant and engaging learning experiences

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Snap shots!

Topics



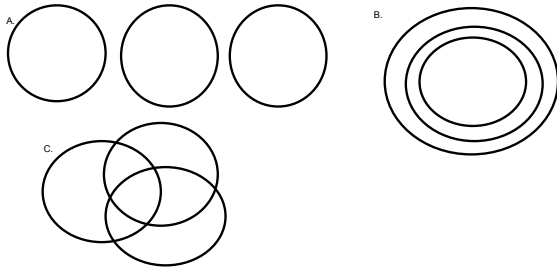
Concepts

Skills

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Which graphic best represents the relationship among topics, concepts and skills?



MYP: A concept-driven framework

- The MYP offers a flexible curricular framework that allows the demands of national, state or local requirements to be met while maintaining the IB mission and philosophy.
- Consider the content of a unit of study, then “unpack” the content to reveal the major concepts.



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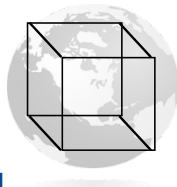
Concept-driven curriculum

**Facts
+
Skills**



or...

**Facts
+
Skills
+
Conceptual
Understanding**

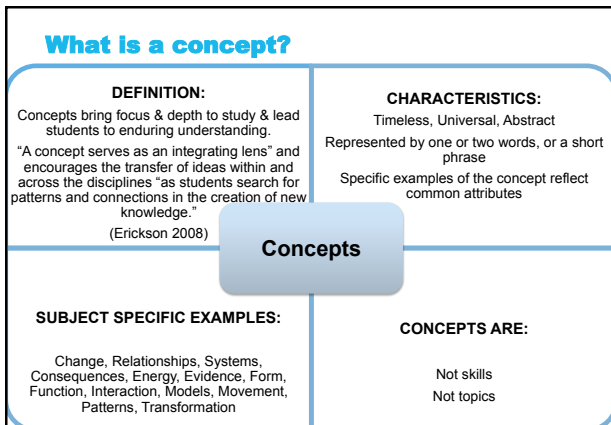


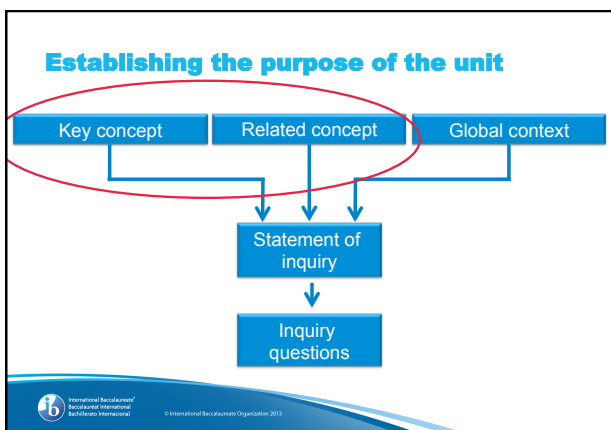
set in global contexts



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Key concepts

- Represented by one or two words
- Used in all subject groups in order to develop breadth of understanding and promote disciplinary and interdisciplinary learning
- **Sixteen prescribed key concepts**, each contributed by one or more of the eight subject groups
- Sciences have 3 key concepts that are recommended for use each year of the programme

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Key concepts – Sciences

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

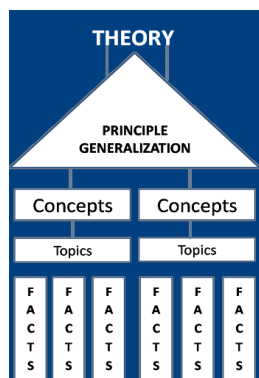
Related concepts

- while the key concepts provide breadth, related concepts provide depth for inquiry
- move beyond facts and topics to engage higher order thinking skills that students need to be critical and creative
- twelve prescribed related concepts for each discipline to be used over the course of the school's programme



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How do concepts fit into the overall structure of knowledge?

What is their relationship between topics, facts, and skills?

© 2011 H. Lynn Erickson - See presentation at IB conference

Check understanding: Topics or concepts?

- Timeless?
- Universal?
- Abstract?
- Represented by 1 or 2 words?

Energy
Photosynthesis
Models
Mechanics
Cells
Combustion
Systems
Interaction
Atomic structure
Thermodynamics
Transformation



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Your turn! Let's start a unit!

In groups of 3:

- Choose a topic
- Choose a key concept then answer: "Why that one?"
- Choose two related concepts then answer: "Why those?"

EXAMPLE TOPICS

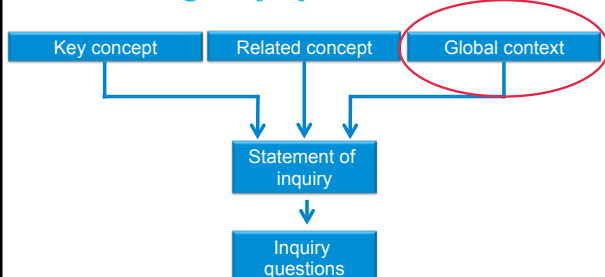
Digestion	Ecology	Food chains
Acids & bases	Ionic compounds	Metals
Magnetism	Electric circuits	Velocity & acceleration



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Establishing the purpose of the unit



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Global contexts

- IB programmes aim to develop international mindedness in a global context.
- Allow for relevance, engagement and a direct route for inquiry into next millennium perspectives. All effective learning is contextual. Helps answer the question: "Why are we learning this?"
- Global contexts make learning relevant and enable students to develop competencies and personal values necessary for global engagement.
- Students will do this through exploring personal, local, national and/or international issues and ideas of global significance.

The MYP global contexts



Matching the global context and their descriptors

Match the global context



with the appropriate descriptor

Global contexts

Globalization and sustainability

Global context

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.

Descriptor

What global context might we use to help students explore this photo?



What global context exploration?

Your turn... with your table group topic

Fairness and development

PICK A GLOBAL CONTEXT

Students will explore rights and responsibilities; the relationship between communities; *sharing finite resources with other people and with other living things*; access to equal opportunities; peace and conflict resolution.

PICK AN EXPLORATION



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Tweet it! IB MYP @ibmyp

- In 140 characters or less

*What do global
contexts do?.....
If you have twitter
feel free to tweet this*



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